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ABSTRACT

The doctoral program in vocational-technical education at the University of Tennessee began in 1971. Among the 22 students were 18 recipients of Education Professions Development Act (EPDA) fellowships. The goal of the program is to prepare a cadre of educational leaders and administrators who can effectively contribute to improving the quality of leadership in vocational education in Tennessee and the nation. The two-year full-time program consists of work in the professional education core, an area of concentration, a cognate field, an area of research techniques, and a dissertation. A two-phase internship program augments the basic program and is required of all EPDA awardees. An advisory committee for the EPDA program was formed during the second year of operation whose primary responsibility was the completion of an evaluation of the EPDA program at the University of Tennessee. By the end of the second year of the program, all 18 of the original awardees had completed their formal coursework, had passed preliminary doctoral examinations, and 17 had completed the internship requirements. Included in the appendixes are the names of those on the advisory committee, its tasks, its constitution, and its evaluation report. (SC)

EDUCATION PROFESSIONS DEVELOPMENT ACT
PART F, SECTION 552
GRADUATE FELLOWSHIPS
IN VOCATIONAL-TECHNICAL EDUCATION

SECOND INTERIM REPORT

September 1, 1972 - August 31, 1973

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF TENNESSEE, KNOXVILLE

REPORT PREPARED BY
GARRY R. BICE, ASSOCIATE PROFESSOR
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

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ED 091508

Education Professions Development Act
Part F, Section 552
Graduate Fellowships
In Vocational-Technical Education

SECOND INTERIM REPORT
September 1, 1972 thru August 31, 1973

Department of Vocational-Technical Education
College of Education
University of Tennessee, Knoxville

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PART I

General Status

Introduction

The Doctoral Program in Vocational-Technical Education at the University of Tennessee began with the Fall Quarter of 1971. Twenty-two students, including eighteen recipients of EPDA fellowships (eight federally funded awardees and ten state funded awardees) enrolled for the first quarter of operation. As of August 31, 1973, five students had graduated from the program with the Ed.D. degree, five had completed all requirements for the degree and nine had completed all requirements except the dissertation. Additionally 14 students had enrolled and were pursuing the doctoral degree full-time on campus and 10 other students have been admitted to the graduate program.

Program Goal

The overriding goal of the Doctoral Program in Vocational-Technical Education at the University of Tennessee is to prepare a cadre of educational leaders and administrators at the graduate level who can effectively contribute to improving the quality of leadership in vocational education in Tennessee and the nation.

Objectives

The attainment of the primary goal of the doctoral program, that of providing personnel who could provide the sophisticated leadership in integrated and specialized occupational education programs, is being realized through the achievement of the following performance based objectives.

EPDA Fellows are expected to be able to:

1. Demonstrate a comprehensive understanding and knowledge of the role of public schools and supporting agencies in providing comprehensive occupational education programs that meet the full range of individual needs.

2. Effectively utilize instructional systems and processes in occupational education programs.

3. Operate, utilize, and critically evaluate systems for developing annual and long-range planning and program evaluation systems.

4. Conduct research of fundamental nature and utilize research findings for program development and improvement.

5. Utilize student performance evaluations, occupational guidance systems, and career development programs to meet individual and program needs.

6. Organize, administer, and assess programs for handicapped and disadvantaged students.

Program Description

Structured alternatives best describe the Vocational-Technical Program at the doctoral level at the University of Tennessee.

The program normally requires a minimum of two calendar years of full-time study beyond the masters degree. The minimum credit hours beyond the baccalaureate degree is 120 hours. Upon admission, the candidate's record of professional training and experience is reviewed and appraised in order to determine the best program to follow in achieving the individual student's occupational goals and aspirations. Evaluation of the student's previous training and experience is made by the student's advisory committee. The identified areas of efficiency and deficiency in relationship to program objectives are the principal criteria upon which each individual student's program is based.

The total Doctoral Program in Vocational-Technical Education, including the master's degree work, consists of the following:

1. A Professional Education Core (15 Quarter Hours)

   a. Measurement - 3
   b. Philosophy - 3
   c. Psychology - 3
   d. Statistics - 3
   e. Research Methods - 3

2. An Area of Concentration (45-54 Quarter Hours)

   a. Vocational-Technical Seminars - 3
   b. Service area - 18
   c. Functional area - 18-27 (administration, teacher education, etc.)

3. A Cognate Field (9-18 Quarter Hours)

4. An Area of Research Techniques (6-12 Quarter Hours)

5. A dissertation (36 Quarter Hours)

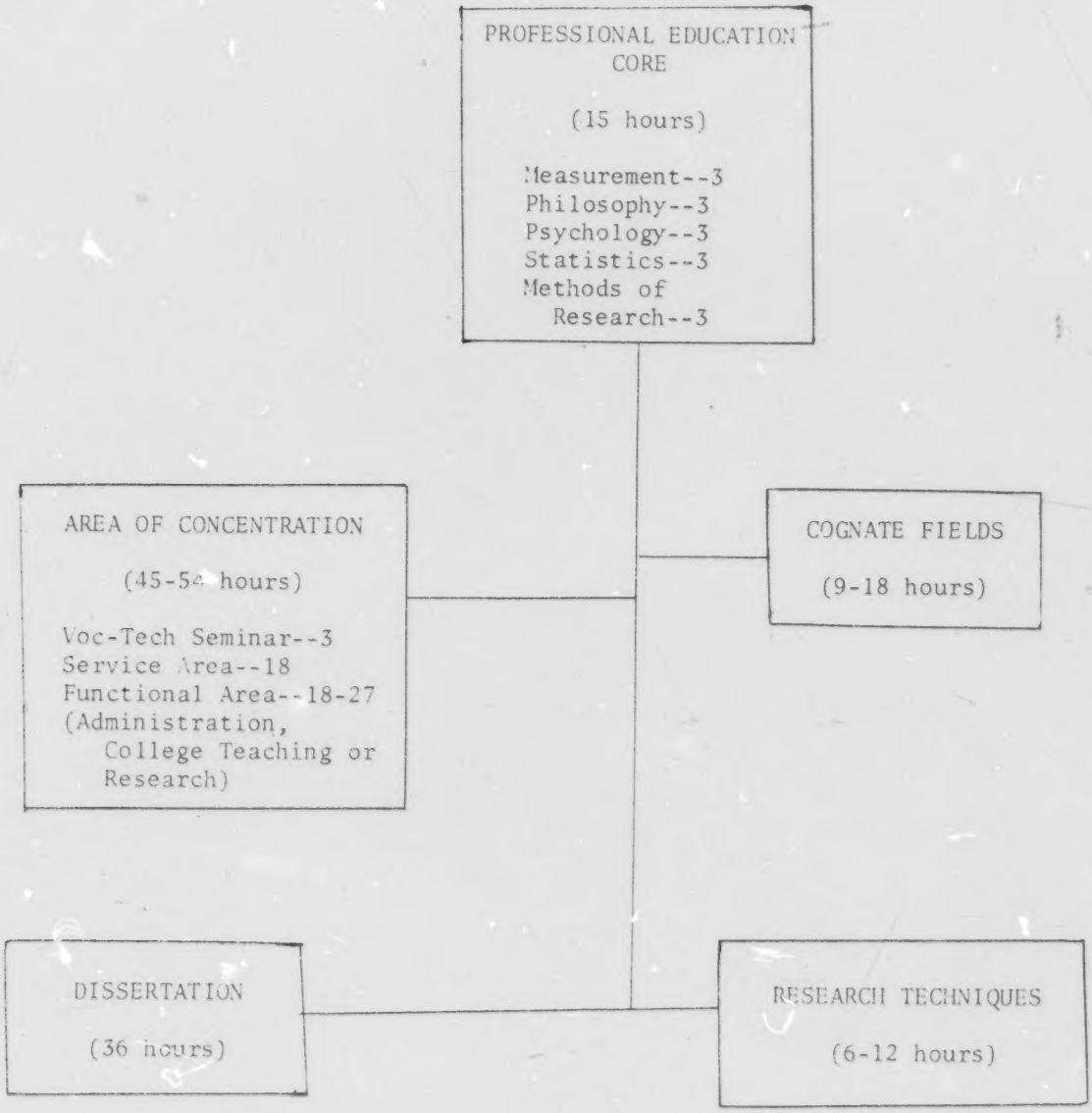
(see schematic illustration on next page)

In the educational core area of the program, all awardees were given an examination on each of the core subjectives. Those who scored at a satisfactory level were not required to take courses in that area.

In the area of concentration phase of the program, all awardees were required to participate in three special seminars, and each had to take a course in Program Planning, Administration and Supervision of Vocational Education, and Evaluation. Three students petitioned the departmental executive committee, requesting a waiver of the Evaluation course requirement. Based upon their background experiences and formal courses, the waiver was granted in each case. Flexibility was built into each individual's program by allowing him to choose service area courses and determine the functional area (teacher education, supervision, administration, etc.) that he wanted to pursue.

PROGRAM LEADING TO THE DOCTOR OF EDUCATION DEGREE
IN
VOCATIONAL-TECHNICAL EDUCATION
THE UNIVERSITY OF TENNESSEE
KNOXVILLE

The following diagram gives an overview of the minimum program.



The basic program was augmented with a two-phase internship program required of each of the EPDA awardees. The first internship was completed by most awardees during their third or fourth quarter of residence. Students were required to spend one-half quarter (5 weeks) in each of two internship locations. One of the early internship experiences was completed in an organization that had research and/or development as its main objectives.

In deciding upon the proper internship experience for each participant, the student was carefully counselled by his major advisor and program committee regarding his occupational background, experience, future goals, and objectives. The internship experience was used as a means of providing practical experience and as a vehicle for filling in educational deficiencies in the professional preparation of the awardees.

The second phase of the internship consisted of one or more full quarters in an institution or organization that was related to the awardee's occupational goals. This internship was completed during the time that the student was working on his dissertation.

In the cognate area, students have chosen areas of study such as sociology, psychology, higher education, communications, and educational administration, as well as home economics, agricultural science and marketing.

The research techniques requirements have been met by the awardees in such courses as statistics, historical research methods, experimental design, computer programming, machine data processing, philosophical research methods, sociological research methods and educational surveys.

PART II

Operational Progress

Fellowship Awardees

By the end of the second year of the program, all 18 of the original awardees had completed their formal coursework and had passed the preliminary doctoral examinations. In addition, 17 of the original 18 awardees had completed the internship requirements. (One dropped the EPDA fellowship program before completing the internship.) The status of each student, his prior position and position as of August 31, 1973, is reported on the following list:

VOCATIONAL-TECHNICAL EDUCATION DEPARTMENT
PLACEMENT RECORD - DOCTORAL PROGRAM
as of August 31, 1973

Student Number	Status	Prior Position	Current Position
1.	Continuing	Community College Instructor	Student
2.	No longer enrolled	Teacher - Secondary level	Technical Institute Administrator
3.	A.B.D.	Teacher - Secondary level	Community College Administrator
4.	Graduated	Local Coordinator	Teacher Educator
5.	A.B.D.	Guidance Counselor	Consultant, State Dept.
6.	A.B.D.	State Department	Project Di[illegible]r, SACS
7.	Graduated	College Instructor	Teacher Educator
8.	Completed	Teacher - Secondary level	Teacher Educator
9.	Graduated	Teacher - Secondary level	Local Director, Voc. Education
10.	Graduated	Director, Area School	Local Director, Voc. Education

11.	Completed	Instructor - Community College	Private Industry
12.	A.B.D.	Teacher - Secondary level	Consultant, Co-op
13.	A.B.D.	Administrator - Community College	Administrator, Community College
14.	Graduated	Teacher - Secondary level	Teacher - Secondary level
15.	Continuing	Teacher - Secondary level	----------
16.	A.B.D.	Teacher - Secondary level	Consultant, Co-op
17.	Continuing	Instructor - Community College	----------
18.	A.B.D.	Teacher - Secondary level	Consultant, State Dept.

KEY: Continuing -- Student is continuing to enroll and work on dissertation.

A.B.D. -- Student has completed all requirements except the dissertation.

* * * * * * * * * * *

Of the original 18 awardees, five have graduated and are employed full-time, three have completed all requirements (but did not complete requirements in time for the August graduation date) with two of those students being employed as of August 31, six have completed all requirements except the dissertation and were employed full-time off campus, three have completed all requirements except the dissertation and are continuing to be enrolled as full-time students, and one student has completed all requirements except the dissertation, but is no longer enrolling as a student. (See Appendix A for complete list of students.)

Courses

Considerable realignment of formal coursework occurred during the second year of operation. The original series of three seminars was changed from three - three credit hour courses to three - one hour courses. This was done, primarily, to allow more flexibility in student scheduling

and because it was determined that some of the subject areas covered in the seminars were more suited to formal courses available to other students.

All Vocational-Technical courses were evaluated by students and staff during the second year. This evaluation led to reorganization of several courses.

Eight new courses and workshops were added in such areas as Career Education, Principles and Philosophy of Vocational Education and Interpretation of Data for Dissertation Research.

Awardee Representation In Faculty Affairs

Two of the vocational-technical education students participate in each of the departmental faculty meetings. In addition, at least one of the doctoral students serves on each of the nine departmental committees.

Students have formed their own student organization and conduct monthly meetings on a regular basis. A member of the faculty is elected by the students to serve as faculty sponsor.

Advisory Committee

An Advisory Committee for the EPDA program was established during the second year of operation. (See Appendix B for a list of Advisory Committee members.) Meetings of the Advisory Committee were held on January 23, and May 17, 1973.

The purposes of the Advisory Committee are included in Appendix C. The constitution of the Advisory Committee, as developed by that committee, is included as Appendix D.

The primary activity of the Advisory Committee during the year was the completion of an evaluation of the EPDA program at the University

of Tennessee. A summary of the committee's evaluation report is included in Appendix E.

Professional Staff

Several staff changes occurred in the Department of Vocational-Technical Education during the year.

Dr. Ralph Woodin was named Head of the Department of Vocational-Technical Education.

Dr. Ralph Orr joined the Department on January 1, 1973 with a primary assignment in the trade and industrial occupations area.

Dr. Anthony Porreca joined the staff on August 1, 1973 with responsibilities in the business education and office administration areas.

Dr. Donald Riggs and Dr. Ralph Orr both left the staff on August 31, 1973.

Dr. Roger Haskell was appointed to the staff effective January 1, 1974. Dr. Haskell earned his doctorate at Purdue University and has been a member of the staff at Florida State University.

Other Program Developments

One of the most improtant developments in the Department of Vocational-Technical Education was the renewed emphasis on the handicapped and disadvantaged program areas. Two new doctoral students were admitted, and awarded EPDA fellowships, who had a wealth of experience with handicapped children and a minimum of experience in vocational-technical education.

There are significant aspects of that development:

1. Admission of students in this area reflects a change in departmental admission policies which had previously required extensive teaching experience in one of the vocational areas.

2. It paved the way for more extensive interdepartmental cooperation, particularly with the University of Tennessee, Department of Special Education.

3. It provides real evidence that the Department of Vocational-Technical Education has a sincere interest in and commitment to special education areas.

The department established a publication called the VT Research Series. The purpose of the publication is to provide a mechanism through which graduate students, working with a senior staff member, may develop additional research writing expertise and through which results of departmental research efforts may be widely disseminated.

The department faculty continued to refine its consolidated organization and established departmental goals and objectives. (See Appendix F) In addition, several standing committees were organized to provide for faculty involvement and contributions to a dynamic program of teacher education and progress of the department. Committees functioning during 1972-73 included:

Research Committee
Evaluation Committee
Student Teaching Committee
Social Committee
Departmental Policy Committee
Curriculum Materials Committee
Departmental Goals Committee
Graduate Recruitment Committee

Student Involvement

In addition to internship experiences completed by EPDA fellows, a number of other experiences at the regional and national level were provided. These include:

1. Attendance and participation in various programs at the Annual AVA Convention.

2. Visits to the U.S. Office of Education.

3. Participation in EPDA proposal development.

4. Participation in Statewide Staff Conference on MBO

5. Participation in National Vocational-Technical Teacher Education Seminar.

6. Attendance at National Business Education Association Convention.

7. Attendance and participation in Southern Business Education Association Convention.

8. Attendance at National RCU Director's Conference.

9. Participation in Southern Region Agricultural Education Research Conference

10. Attendance and participation in the annual conference of the Southern Association of Colleges and Schools.

11. Attendance and participation at National DECA.

Internships

During the 1972-73 program period, EPDA fellows completed full-time internships in a variety of locations and types of organizations as follows:

Appalachian Educational Laboratory
Tennessee Research Coordinating Unit
Mayland Technical Institute, North Carolina
Blount County, Tennessee, Vocational Education Program
Knoxville Area Vocational-Technical School
Industrial Teacher Education Program, UT Knoxville
Tennessee State Division of Vocational-Technical Education
Tennessee State Advisory Council
Southern Association of Colleges and Schools
Knox County Board of Education
Clinch-Powell Educational Cooperative
Greenville Public Schools, Tennessee
South Florida Educational Planning Council, Inc., Tampa
Georgia State Department of Education

Department Status

Dr. Ralph Woodin, Head of the Department of Vocational-Technical Education, announced his retirement effective July 1, 1974. A departmental search committee has been actively involved in the process of identifying a person to serve as head of the department.

APPENDICES

APPENDIX A

1971 EPDA Fellowship Recipients and Their Replacements

First Recipient	Replacement
Donald Baucom (N.C.) Agr Ed. Rt. 4, Box 133 Bakersville, N. C. 28705	Sam Whitaker (Ky) Agr Ed. 9-1-73 3500 Sutherland Ave. L-207 Knoxville, TN.
Genevieve Smith (TN) Bus. Ed. 1205 Snowden Dr. Knoxville, TN.	Geraldean Johnson (TN) Home Ec. 9-24-73 Massey Hall, 825 Volunteer Blvd. Knoxville, TN.
Raymond Holt (TN) Agr Ed. 1607 Hollywood Dr. Knoxville, TN.	Allen Clift (TN) Spec. Ed., 7-1-73 6541 Vestine Dr. Corryton, TN.
Leonard Goforth (TN) Ind. Ed. 1101 Forest Ave. Maryville, TN. 37801	Wayne Jones (TN) Technical Ed., 7-1-73 3500 Sutherland Ave. E-101 Knoxville, TN.
Juanita Wallace (Ok) Dist. Ed 3394B Moundview Ct. Lexington, Ky. 40502	Norm Park (Ok) Dist. Ed., 9-1-73 3500 Sutherland Ave. Knoxville, TN.
Matt Reiser (TN) Ind. Ed. 1106 Edgewood Drive Knoxville, TN.	Buford Maner (TN) Agr Ed. 2-1-73 Route 3 Maryville, TN.
Ben Hirst (TN) Ind. Ed. 23 Arpege Way Atlanta, Ga. 30327	Pat Brawley (TN) Home Ed. Ed, 1-1-73 Box 11213 Knoxville, TN.
Bill Gooch (Ill) Ind. Ed. RR #2, New Era Road Murphysboro, Ill. 62966	Betsy Heineman (TN) Bus. Ed., 9-1-73 31A Hamilton House, 1400 Kenesaw Knoxville, TN.
George Vanover (Fla) Bus. Ed. 2303 Cape Bend Ave. Tampa, Fla. 33612	Sharon Cooper (Fl) Home Ec, 9-1-73 2521 Kingston Pk. #1203 Knoxville, TN.
Jackie Jackson (TN) Ind. Ed Rt. 1, Back Valley Rd. Oliver Springs, TN. 37840	Anita Webb (TN) Home Ec. Ed., 9-1-73 1543-B Coleman Rd. Knoxville, TN.
Marvin Kelly (TN) Ind. Ed. Rt. 22, Outer Drive Knoxville, TN.	Lovella Richardson (TN) Bus. Ed., 1-1-74 Kimberlin Heights Station Knoxville, TN.

Tony Hinson (TN) Ind. Ed.
B-56 Green Meadow Pk.
Chandler St. Rd.
Louisville, TN.

Roy Norris (TN) Agr Ed.
Box 143
Tazewell, TN.

Charles Graves (Ala) Guidance
3700 Sutherland Ave. G-3
Knoxville, TN.

Jerry Wilkins (TN) Bus. Ed.
100 Greenbrier Drive
Knoxville, TN.

Michael Ahern (Cnn) Bus. Ed.
7809 Chesterfield Dr.
Knoxville, TN.

Bettye Hirst (TN) Bus. Ed.
23 Arpege Way
Atlanta, Ga. 30327

James Culligan (Fla) Agr Ed.
2121 S. HWY 301
Dade City, Fla. 33525

James Slusher (TN) Dist. Ed., 1-1-74
Rt. 2, Glenn Circle
Powell, TN.

Ruth Richardson (TN) Bus. Ed., 9-1073
701 Longview Road, Apt. C.
Knoxville, TN.

Jeanette Graves (Ala) Spec. Ed., 9-1-73
3700 Sutherland Ave. G-3
Knoxville, TN.

Paul Dixon (TN) Agr Ed., 1-1-73
Box 32
Calhoun, TN.

(Will finish in March or June)

Farris Jordan (TN) Dist. Ed., 11-1-73
4604 Cheyenne Dr.
Knoxville, TN.

To be designated among Florida Fellows now in residence at UT

Dates of Fellowships: All will terminate 9-1-74
Total Replacement fellowships as of 12-15-73: 7
States Represented: 8
Degrees Pursued: Ed.D. - 18

SELECTED FACTS ON PLACEMENT AND BACKGROUND
OF THE FIRST 22 DOCTORAL STUDENTS
IN THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
THE UNIVERSITY OF TENNESSEE

December 30, 1973

EPDA Fellows		18
Other		4
Total		22
Vocational Area of Master's Degree:		
	Industrial Ed.	9
	Business Ed.	6
	Agric. Ed.	4
	Home Ec. Ed.	1
	Dist. Ed.	1
	Guidance	1
Number who have received the Ed.D. degree (12/15/73)		11
Number still holding original EPDA Fellowship		1
Number actively pursuing Ed.D. degree while employed		7
Number who were employed full time as of 1/1/74		21
Major fields of employment:		
Local administrator of Vocational Ed.		7
Teacher educators in community colleges or universities		5
Administrators in univ. or community college		4
Administrators or supervisors (State Department of Education)		2
In a private business		1
Teaching in a secondary school		1
Administrator in a regional accrediting agency		1
Currently employed in same field as M.S. Degree		5
Currently employed in another field of education		15

APPENDIX B

ADVISORY COMMITTEE OF THE DEPARTMENT OF

VOCATIONAL-TECHNICAL EDUCATION

Name and Position

Dr. William H. Coffield
Associate Dean, Graduate Studies
College of Education
The University of Tennessee

Elmer Aslinger
Superintendent
Knoxville City School System
Knoxville, Tennessee

Lowell Burket
Executive Director
American Vocational Association
Washington, D. C.

Dr. Carl Schaeffer
Professor, Vocational-
Technical Education
Rutgers University
Rutgers, New Jersey

William M. Harrison
Assistant Commissioner for
Vocational-Technical Education
State Department of Education
Nashville, Tennessee

Juanita Wallace
EPDA Fellow from Oklahoma
University of Tennessee
Knoxville, Tennessee

Dr. Ralph J. Woodin (Ex Officio)
Head
Department of Vocational-Technical
Education
College of Education
University of Tennessee
Knoxville, Tennessee

Jack Carr, Assistant Superintendent
Curriculum and Instructions
Chattanooga City School
Chattanooga, Tennessee

Jack Proffitt
President
Profitt's Department Store
P. O. Box 388
Alcoa, Tennessee

Joan Toney
Instructor, Health Occupations
Nashville Area School
(past president, TVA)
Nashville, Tennessee

Dr. Larry Hughes
Professor, Educational Administration
and Supervision
University of Tennessee
Knoxville, Tennessee

George Oliphant
Department Superintendent
Electrical and Electronic Department
Atomic Energy Commission
Oak Ridge, Tennessee

Dr. James D. McComas (Ex Officio)
Dean, College of Education
University of Tennessee
Knoxville, Tennessee

Dr. Garry R. Bice (Ex Officio)
Director
Research Coordinating Unit
College of Education
University of Tennessee
Knoxville, Tennessee

APPENDIX C

ADVISORY COMMITTEE TASKS

I. Organize

Elect officers

Develop constitution and by-laws

Secure official recognization from University of Tennessee

II. Become acquainted with the current programs

Teacher Education Undergraduate In-Service
- Agricultural Education
- Business Education
- Distributive Education
- Home Economics Education
- Industrial Education - Including Health Education and Industrial Arts

Graduate programs

Public Service activities

III. Assist in evaluating the EPDA Doctoral program

IV. Evaluate each of the major aspects of the program

V. Suggest new directions for each aspect of the program

VI. Help the department keep aware of new developments affecting vocational teacher education

VII. Help inform appropriate persons or organizations of the goals, objectives, and operations of the department

APPENDIX D

CONSTITUTION OF THE ADVISORY COUNCIL
TO THE
DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION
OF THE UNIVERSITY OF TENNESSEE
AS APPROVED BY THE COUNCIL

MAY 17, 1973

PREAMBLE

In the belief that Vocational-Technical Education now stands on the threshold of a new era in American education,

In recognition of the importance of instruction, research, and the service role of the Department of Vocational-Technical Education at the University of Tennessee,

In the knowledge that collective intelligence is superior to individual action in decision making.

In the understanding that improved communications and a cross fertilization of ideas requires the involvement of individuals from outside the University,

And seeking to enhance the educational progress of the Department, this Council is created.

ARTICLE I.

Name

The name of the organization shall be The Advisory Council to the Department of Vocational-Technical Education, The University of Tennessee, Knoxville.

ARTICLE II.

Purpose

The purpose of this Council shall be:

(1) to operate in an advisory capacity to the total Vocational-Technical Education program at The University of Tennessee, Knoxville;

(2) to cooperate with federal and state agencies, business, industry, labor, other education institutions, and other appropriate agencies for the improvement of vocational-technical education;

(3) to insure a broad and current perspective of ideas, skills, and knowledges for the improvement of departmental decision making;

(4) to assist in dissemination and communication of information in regard to department policy and operation;

(5) to aid and advise in matters related to program and/or project evaluation; and

(6) to advise on instructional programs designed to meet the employment needs in the vocational-technical field.

ARTICLE III.

Organization and Membership

The Council shall consist of ten members, one each from the following categories:

Graduate Studies
Secondary and Post-Secondary Schools
National Leader in Vocational-Technical Education
Teacher Educator
Participant in the Program
State Advisory Council for Vocational-Technical Education
Management
Classroom Teacher
Administration and Supervision
Labor

The Head of the Vocational-Technical Education Department, the Directors of the Research Coordinating Unit for Vocational-Technical Education, and the Assistant Commissioner for Vocational-Technical Education, State Department of Education, shall serve as ex officio members of the Council.

In addition to the above listed categories, the following criteria shall be considered in the selection of the Council members:

The Council members should be cognizant of national and state trends in Vocational-Technical Education regarding the needs of students, schools, administrators, state departments, and the University.

The members shall serve a three-year staggered term with an annually appointed faculty committee to replace those in categories whose term expires each year. This faculty committee shall be appointed by the Vocational-Technical Education Department Head in April each year.

The term of service shall begin with the Fall Quarter.

The Council shall elect its own Chairman and officers.

In the event of a vacancy on the Council, the Head of the Vocational-Technical Education Department shall appoint a special faculty committee to select a replacement for the unexpired term. All official appointments to the Council shall be made by the Dean of the College of Education.

ARTICLE IV.

Officers

The officers of the Council shall be Chairman, Vice Chairman, and Secretary.

These officers shall be elected in the Spring meeting of the Council. The term of office shall be one year, beginning in the first meeting following the Spring election.

The election procedure shall be as follows for each office:

Each Council member shall nominate, by written ballot, the name of one person for the office. These nominations shall be tallied.

The two persons receiving the highest number of nominations shall be voted on by the Council. The person receiving the majority of votes shall be elected to that office.

The elected officers and the two ex officio members shall become the Executive Committee of the Council. In the interim between elections, the Executive Committee shall fill vacancies which may occur in any office for the unexpired term, except that in the event the office of Chairman becomes vacant the Vice Chairman automatically succeeds to the Chairmanship.

The Executive Committee shall develop the agenda for each meeting.

ARTICLE V.

Meetings

The Council shall meet at least one time during the Fall, Winter, and Spring Quarters, respectively, such quarters being defined by the University of Tennessee academic calendar. Exact time and place of meeting shall be determined as the Council decides.

ARTICLE VI.

Committees

Standing, ad hoc, and special committees shall be created by the Council or by the Executive Committee as needed.

ARTICLE VII.

Amendments

This constitution may be altered, amended, or repealed and a new constitution be adopted by a majority of the Council present at any regular or special meeting.

APPENDIX E

Larry W. Hughes, Chairman
Sub-Committee on Evaluation
John Proffitt
Juanita Wallace

The University of Tennessee
Voc-Tech Department EPDA Program

ADVISORY COMMITTEE EVALUATION REPORT

Submitted
April 30, 1973

Introduction

The Sub-Committee on Evaluation established its role as being that of an "auditor" rather than evaluator. The Committee did not feel that its purpose was to conduct an evaluation of the Vocational-Technical Education Program to this date, but rather was one of reviewing the objectives and the evaluation procedures which were to be used to determine the effectiveness of the program. Thus, the Committee reviewed the objectives of the program as they were stated in the proposal and then examined the means whereby the achievement of these objectives was to be evaluated, raising two questions: "(1) Will the proposed evaluation procedures be adequate to the task and (2) are all objectives being evaluated?"

The Committee put the process of evaluation into two contexts, viz., formative and summative. Formative evaluation procedures would be those which would be invoked throughout the program at several points in order to determine whether or not there is movement toward the ultimate objectives. If this kind of evaluation is built in, then necessary adjustments in the program can be made at early enough stages to make a difference. Summative evaluation, of course, is that final evaluation procedure which occurs at the end of the program. In the view of the Committee the more

critical of the two evaluations is the formative evaluation since it does provide a "sensing" mechanism whereby necessary adjustments in the program can be made with some immediacy.

COMMENTS IN SUMMARY

The evaluation procedures of the project are to (1) generate information for effective management of the project; (2) provide information necessary for directing or redirecting experiences and programs of the participants, and (3) provide a summary base for assessing the effectiveness of the total program.

Methods used so far are only by students to evaluate individual courses and the total program. There has been no general evaluation of the student to objectively determine achievement of objectives--unless preliminary examinations accomplished this.

It appears that the summative evaluation might do this especially if it also included the readministration of the (1) POI; (2) Rokeach test; and (3) Performance Specimen Checklist (if developed).

SUMMARY STATEMENT OF THE COMMITTEE

This report is an attempt to objectively review the procedures being employed to evaluate the EPDA program in the Department of Vocational-Technical Education. The program indeed seems to be an exciting one.

The Committee does not feel, however, that a maximum effort is being directed to appropriately evaluating components of the program, nor achievement of specific program objectives. Evaluation procedures seems to be spasmodic and incomplete. Two findings stand out:

(1) The objectives need to be restated in (or extended to include) behavioral terms. Adequate measurement of the achievement of these objectives cannot be made otherwise, as is apparent from a review of the current evaluation by objective.

(2) While much information is being collected (internship reports, test scores, anecdotals, questionnaires) it is not located in any central place, nor is it being collected in a very orderly way, nor is it being generally used to change aspects of the program. The orderly collection, categorization, and publication of information useful to formative evaluation is strongly urged.

APPENDIX F

GOALS OF THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION, UNIVERSITY OF TENNESSEE

The Department of Vocational-Technical Education, College of Education, The University of Tennessee, Knoxville, is committed to the belief that Vocational-Technical Education is a significant part of the program of instruction in the American public school system. Legislation in recent years reaffirms the national commitment to provide quality programs in vocational education for various groups of people including youths and adults. This legislation includes a Vocational Education Act of 1963 and as amended in 1968, the Education Professions Development Act, and the Higher Education Act of 1972.

The College of Education in its statement of mission for the 1970's cites the philosophical bases that underlie its programs. This statement sets forth (a) the convictions of the College in terms of commitments to students, faculty, profession, and community and (b) the concerns for the instructional program, the research program, and the service aspects.

As a department of the College of Education, the Vocational-Technical Education Department reaffirms the mission stated for the College of Education. The overall purpose of the Vocational-Technical Education Department is to provide programs that develop competent vocational teachers and leaders with the maximum educational benefit for the funds expended. The department assumes that vocational training and/or retraining will be made increasingly available in the public schools of Tennessee for persons of all ages and needs. In order to carry out this purpose, the following specific goals are identified for the Vocational-Technical Education Department:

1. To prepare undergraduate students for teaching positions in Vocational-Technical Education

2. To provide an opportunity for Vocational-Technical Education students to expand their teaching and leadership capabilities through appropriate graduate programs.

3. To provide inservice education for persons engaged in teaching and leadership positions in Vocational-Technical Education and others in need of such education.

4. To provide leadership to other institutions in Tennessee preparing vocational teachers.

5. To contribute leadership and assistance to Vocational-Technical Education in Community Colleges and Technical Institutes.

6. To promote and conduct research in Vocational-Technical Education and to disseminate the findings.

7. To contribute to professional and learned societies through participation, publication, and leadership.

8. To develop selected curricular materials and to assist in the demonstration and distribution of these curricula at all levels of Vocational-Technical Education.

9. To provide appropriate consultant services to school systems with regard to educational programs in Vocational-Technical Education.

10. To recruit potential teachers and leaders in Vocational-Technical Education at all levels.

11. To provide a system for placement of students in appropriate Vocational-Technical Education positions.

12. To encourage professional growth and self-renewal of individual faculty members in the Vocational-Technical Education Department.

13. To provide the necessary information to the public for the further development of Vocational-Technical Education at all levels.

14. To provide continuous improvement in the teaching-learning process in Vocational-Technical Education.

15. To bring about the further development and improvement of programs in Vocational-Technical Education through involvement of lay groups.